

SPECIAL EDUCATION (SPED)

SPED-503 EVAL & MEAS FOR INCLUS EDUC (3 Credits)

This course examines the functions and uses of various models of assessment, including assessment for determination of services, instructional decision-making and program improvement. Formal and informal assessments will be reviewed, along with development of assessments and progress monitoring. In this course students refine data analysis skills. Course requirements include field work applying differentiated assessment, professional writing and advocacy.

SPED-504 COLLABORATION AND TRANSITION FOR INCLUSIVE EDUCATION (3 Credits)

Students will examine the impact of social, emotional, linguistic, physical and aesthetic development on learning in early childhood, childhood, and adolescence. Students learn to design environments that are supportive of all learners at varying developmental levels and to prepare those learners for transition to post-school contexts. Creation of alliances with paraprofessionals and colleagues and provision of mutual academic, social, emotion, and technical support systems, including co-teaching, are examined within the framework of building relationships to strengthen the school, family, and community.

SPED-510 INST DESIGN & STRATEGIES (3 Credits)

This course prepares educators to design and deliver differentiated instruction to meet the needs of students with disabilities in inclusive classrooms. Students will learn to collect and analyze learner outcomes data to inform instruction, develop developmentally appropriate curricula and assessments with special emphasis on literacy instruction and assessment for students with reading disabilities, autism, and English Language Learners. Students will also identify research-validated strategies for teaching learners with a wide range of exceptionalities, including those with autism, reading disabilities, significant disabilities, and those students who have experienced trauma. This class includes a 15-hour internship experience.

SPED-511 FOUNDATIONS OF INCLUSIVE EDUC (3 Credits)

This course examines, the social, philosophical, historical, legal and political foundations of special and inclusive education, from disability studies and multicultural perspectives. Students will explore the impact of culture and place, varied exceptionalities, such as learning disabilities, autism, and significant disabilities, English language learners, as well as exposure to traumatic events on student learning. Students will also explore home, school and community relationships and the structure and roles of education. Students complete a field-based research project in this course, with the support of the instructor.

SPED-515 TECHNOLOGY FOR INCLUSIVE EDUC (3 Credits)

The use of instructional and assistive technology to support student learning is critical for effective inclusive classrooms. This course focuses on technologies to enhance the education of students with disabilities, supporting students with disabilities in literacy and STEM, and assistive technology at school, home and in the community. Requirements include assessment of assistive technology needs, incorporating assistive technology into IEPs, and resources for funding assistive technology. Students collect and analyze data in a field-based project to inform decision-making.

SPED-520 INSTRUCTIONAL PRACTICES FOR STUDENTS WITH DISABILITIES (3 Credits)

This course gives candidates a foundation in standards-based instructional design for a variety of learners with a focus on students with Autism Spectrum Disorders (ASD), Learning Disabilities (LD), and Attention Deficit (Hyperactivity) Disorder (ADD/ADHD). Topics include, standards-based lesson design, designing assessments, effective models of instruction for students with disabilities for mathematics, science, and the social studies, progress monitoring and IEP development.

SPED-525 CLASSROOM & BEHAVIOR MANAGEMENT (3 Credits)

This course gives candidates a foundation in classroom routines and management and research-based management of behavior to promote academic and social growth. Candidates will learn to appropriately assess the function of behavior to develop behavioral instruction programs that acknowledge and value student cultures, build on student strengths, and meet their social and emotional needs. 20 hours of clinical experience is required.

SPED-555 TEACHING STUDENTS WITH SEVERE OR MULTIPLE DISABILITIES (3 Credits)

This course prepares beginning or seasoned teachers to meet the needs of those with Autism Spectrum Disorders (ASD), intellectual disabilities (ID), multiple disabilities (MD), and students with extensive needs (SEN) in the special education placement continuum, with a focus on inclusive settings. Candidates will examine curriculum and develop highly individualized instructional plans to address academic, functional, social and communication needs. Candidates will learn to use environmental and ecological inventories and cues to design and optimize students' classrooms' environments for best learning and teaching, using systematic instructional plans (SIP) and different levels of prompting. Candidates will develop collaborative partnerships with their colleagues to adapt, modify, and augment academic content to be taught. Candidates will become familiar with alternative assessments and core academic requirements and will learn the importance of building trusting relationships with families to create post-school transition plans (person-centered-planning).

SPED-575 CRITICAL ISSUES INCL ED & DIV (3 Credits)

This course is designed to allow for exploration of current issues in education and special education. Students will investigate critical issues that impact the placement, educational experiences, and community outcomes for students with a wide range of exceptionalities.

SPED-590 GRADUATE INTERNSHIP FOR SPECIAL EDUCATION (3 Credits)

The graduate internship consists of 250 hours of teaching students with disabilities in the role of the special education teacher and is divided into two components, clinical experience and internship. Both experiences are in classrooms with students who receive special education services and under the supervision of a certified special education teacher. Clinical experience consists of 100 hours and occurs prior to internship. Internship consists of 150 hours working in classrooms at a different developmental level (P-6, 7-12) than the clinical experience. Students are expected to apply developmentally appropriate differentiated instruction to meet individual needs, develop both long and short-term plans to implement curriculum, use technology to enhance instruction, develop and administer appropriate assessment strategies, provide instruction and monitor progress for IEP goals, organize and manage the classroom environment and exhibit the characteristics and ethics of a professional special educator.

SPED-590B EXT PRACT FOR BIRTH-GRADE 2 (3 Credits)

This course addresses social and behavioral supports for students with disabilities through collaborative models such as restorative justice. Students will explore contemporary and culturally-responsive models of school-wide and individualized behavioral supports. Students will examine the impact of social, emotional, linguistic, physical and aesthetic development learning in early childhood, childhood, and adolescence. Students learn to design environments that are supportive of all learners at varying developmental levels and to prepare those learners for transition to post-school contexts. Creation of alliances with paraprofessionals and colleagues and provision of mutual academic, social, emotion, and technical support systems, including co-teaching, are examined within the framework of building relationships to strengthen the school, family, and community.

SPED-590C EXT PRACT FOR GRADES 1-6 (3 Credits)

This course addresses social and behavioral supports for students with disabilities through collaborative models such as restorative justice. Students will explore contemporary and culturally-responsive models of school-wide and individualized behavioral supports. Students will examine the impact of social, emotional, linguistic, physical and aesthetic development learning in early childhood, childhood, and adolescence. Students learn to design environments that are supportive of all learners at varying developmental levels and to prepare those learners for transition to post-school contexts. Creation of alliances with paraprofessionals and colleagues and provision of mutual academic, social, emotion, and technical support systems, including co-teaching, are examined within the framework of building relationships to strengthen the school, family, and community.

SPED-590G EXT PRACT FOR GRADES 7-12 (3 Credits)

This course addresses social and behavioral supports for students with disabilities through collaborative models such as restorative justice. Students will explore contemporary and culturally-responsive models of school-wide and individualized behavioral supports. Students will examine the impact of social, emotional, linguistic, physical and aesthetic development learning in early childhood, childhood, and adolescence. Students learn to design environments that are supportive of all learners at varying developmental levels and to prepare those learners for transition to post-school contexts. Creation of alliances with paraprofessionals and colleagues and provision of mutual academic, social, emotion, and technical support systems, including co-teaching, are examined within the framework of building relationships to strengthen the school, family, and community.

SPED-600 CAPSTONE RESEARCH IN INCL ED (3 Credits)

This course requires participants to develop and defend an original research project to address a question related to education. Students will complete field work to collect and analyze human subjects data to address their research question. Students will support their research with a review of relevant peer-reviewed literature and present their research with the submission of a written paper and public presentation of findings.